

TRAINING EDUCATORS THROUGH RECOGNITION AND IDENTIFICATION STRATEGIES

EARLY IDENTIFICATION OF MENTAL HEALTH ISSUES FOR EDUCATORS

Our Mission: Mentally Healthy Kids
Promoting Resilience in Children, Families
and Communities

Deb Cavitt – Minnesota Association for Children's Mental Health

Dr. Mark Katz – Author– "Resilience: On Playing a Poor Hand Well"

Who Should Attend?

Classroom teachers, Site Principals, School Counselors, School Psychologists, School Social Workers, School Nurses, District Directors, Pupil Personnel Services Staff, Child Welfare and Attendance Supervisors and Staff, Special Education and 504 Administrators

This FREE one day seminar will train school staff to train other educators on the impact of mental health issues on school performance including academics, behavior, and attendance. The focus of the training will be early identification of signs and symptoms of mental health issues and strategies for addressing such issues at a classroom and school wide level.

Registration: 8:00 a.m.

Training: 9:00 a.m. -3:30 p.m.

Registration for each event will be handled by the hosting county

Continuing Education Credits available through California State University, Sacramento

The dates and county office of education locations for the first seven all-day trainings are the following:

January 11, 2011: San Diego County Office of Education, 6401 Linda Vista Road, San Diego, CA 92111

Loretta Middleton, San Diego COE, lmidd@sdcoe.net

January 12, 2011: Los Angeles County Office of Education, 9300 Imperial Hwy, Downey, CA 90242

Victor Thompson, LACOE, thompson_victor@lacoed.edu

January 13, 2011: San Bernardino County Office of Education, 601 North E Street, San Bernardino, CA 92410

Sherman Garnett, San Bernardino COE, Sherman_Garnett@sbcss.k12.ca.us

February 28, 2011: Alameda County Office of Education, 313 West Winton Avenue, Hayward, CA 94544

Jan Passama, Alameda COE, jpassama@acoe.org

March 1, 2011: San Joaquin County Office of Education, 2901 Arch Airport Road, Stockton, CA 95206

Sheri Coburn, San Joaquin, COE, scoburn@sjcoe.net

March 2, 2011: Fresno County Office of Education, 1111 Van Ness Avenue, Fresno, CA 93721

Mike Robinson, Fresno COE, mrobinson@fcoe.k12.ca.us

March 3, 2011: San Luis Obispo County Office of Education, 3350 Education Drive, San Luis Obispo, CA 93405

John Elfers, San Luis Obispo COE, jelfers@slocoe.org

This training is funded by the Mental Health Services Act (MHSA) in partnership with the California Department of Education, California Department of Mental Health and through a partnership with the Placer County Office of Education. For further information, please contact Monica Nepomuceno at mnepomuceno@cde.ca.gov or 916-323-2212

California State School Attendance Review Board
Recommendations to the State Superintendent of Public Instruction
January 31, 2011
Pursuant to California *Education Code* Section 48325(c)

Background on the State School Attendance Review Board and its Recommendations

The California State School Attendance Review Board (State SARB) was established (California *Education Code [EC]* Section 48325, Statutes of 1987) to propose effective state strategies to improve school attendance and reduce the number of dropouts in the state. The legislative intent for the State SARB recognizes the importance of statewide dropout policy coordination, and the State SARB assists the State Superintendent of Public Instruction (SSPI) in disseminating effective practices to improve school attendance throughout the state (*EC* Section 48341). This function of the State SARB has never been more important due to the current cuts in educational support services and the rising dropout rate in the state. SARBs are increasingly interested in developing early warning systems to respond to the dropout crisis in a cost-effective manner, and the SSPI can play an important role in providing technical assistance in the systematic use of data to identify students who are at risk of dropping out and providing timely, effective interventions.

EC Section 48325(b)(1) requires the SSPI to annually invite State SARB members and to designate a chairperson from the California Department of Education (CDE) to facilitate the quarterly meetings. The mandate for the State SARB to make annual recommendations to the SSPI regarding initiatives to improve student attendance and reduce the number of dropouts in California is found in *EC* Section 48325(c). This document provides the SSPI with a recommendation for this year's State SARB membership as well as twelve other recommendations for improving school attendance and reducing the state dropout rate for high-risk students:

1. Invite the State SARB-recommended individuals to become members in the State SARB.
2. Support the preparation and dissemination of best practices in the *SARB Handbook*.
3. Support a forum for technical assistance in developing early warning systems and in implementing the new chronic truancy law.
4. Support the recognition of Model SARB programs at the annual conference in San Francisco.
5. Support the restoration and continuance of funding for the California Longitudinal Pupil Achievement Data System (CALPADS).

State School Attendance Review Board Recommendations for 2011

6. Seek federal funding to add attendance data to CALPADS and to encourage the development of early warning systems.
7. Support the identification of foster youth and other high risk groups in CALPADS.
8. Support expansion of the parental notification mandate to include chronic absentees as well as truants.
9. Support the restoration of funding for mental health services to students with exceptional needs.
10. Support amendment of the legislation which lists SARB members to include a mental health representative.
11. Seek restoration of funding for surveys which measure perceptions on school climate and safety.
12. Recognize with Assembly or Senate resolutions exceptional model SARBs which have maintained programs for students on the margins of the educational system.
13. Allow excused absence for military-connected children when they are absent for one to three days due to the deployment of a parent or guardian.

Description of State School Attendance Review Board Recommendations for 2011

The State SARB submits thirteen recommendations for 2011, as follows.

Recommendation 1: The State SARB recommends inviting the attached list of representatives to participate in the State SARB for the next year and recommends CDE designee David Kopperud as State SARB Chairperson.

The nominees for membership to the State SARB are listed in the attached California State SARB List of Proposed Members for 2011. The proposed nominees are appropriate and willing to serve on the State SARB. They are committed to helping high-risk youth, who must be identified early to improve school attendance or overcome school behavior problems or other barriers to graduation from high school.

The CDE chairperson designee is recommended based on his proven experience as chairperson of the State SARB beginning in 2001, his ten years of experience as chairperson of a school district SARB, and his ability to implement local early warning systems for student attendance and behavior interventions.

Recommendation 2: In keeping with the mandate in *EC* Section 48341 that the SSPI prepare and disseminate information regarding effective practices to improve pupil attendance to school districts and county superintendents of schools, the State SARB recommends that the SSPI authorize the State SARB to update the 2009 *SARB Handbook* with a new chapter on collecting, tracking, and reviewing chronic absence with the goal of improving the capacity of SARBs to identify and intervene earlier when students in grades kindergarten through grade three first develop problematic attendance. The State SARB should also be authorized to revise the chapter on the enforcement of compulsory education to include the new elementary chronic truancy enforcement law, SB 1317, which became effective January 1, 2011. The revision of the current handbook is necessary to disseminate best practices in the use of early warning systems, as well as best practices in implementing new truancy enforcement legislation.

Despite the state's budget crisis and limited resources for student support services, it is essential for the SSPI to continue to prepare and disseminate effective practices to improve pupil attendance with early warning systems. New research has shown the critical importance of early identification and intervention for children who are chronically absent, and new legislation has been chaptered to enforce the compulsory education law with deferred entry of judgment. Deferred entry of judgment provides a new opportunity for SARBs to ensure that families follow through on needed services for chronically truant children from age six to the end of grade eight. Currently a committee of the State SARB is piloting the implementation of the new law in three counties and will be able to draw on that experience in revising the *SARB Handbook*. Updating the *SARB Handbook* is a cost-effective method for the SSPI to prepare and disseminate effective school attendance improvement practices, because the CDE simply provides a link for the document on its School Attendance Review Boards Handbook and Forms Web page at <http://www.cde.ca.gov/ls/ai/sb/sarbhandbook.asp>. By disseminating best practices in the early identification of chronic absence patterns and in the implementation of the new truancy enforcement statute, the SSPI can assist school districts and county offices in targeting scarce resources more effectively.

Recommendation 3: The State SARB also recommends that the SSPI, consistent with *EC* 48341, authorize the State SARB to offer a forum to disseminate best practices for using data and early warning systems at the school and district level to identify, target, and design attendance interventions, as well as monitor progress over time. The State SARB could use the 2011 Model SARB experts in addition to experts from previous years to provide a videoconference to county offices of education. The forum would highlight the importance of addressing chronic absence as well as habitual truancy and encourage the sharing of effective early warning policies and practices across school districts. The forum would assist county and local SARB members in developing comprehensive, results-based school attendance programs for the purpose of reducing the number of dropouts in the state's public education system. The forum could also address the acute attendance problems faced by foster youth, homeless youth, and youth with mental health barriers.

A videoconference forum to county offices is another cost-effective means to disseminate effective practices in early warning systems to improve pupil attendance. Districts also need to be updated on the new laws for truancy enforcement and new methods for collecting and analyzing student-level data for accurate dropout information and graduation rates. Many districts which focus on Average Daily Attendance (ADA) data overlook large numbers of chronically absent students. For example, a school with a high percentage of students attending daily may have a significant number of students who are chronically absent who account for most of the absences. This significant population of chronically absent students is hidden in the school's overall rate of ADA. Also, truancy rates in elementary schools may be deceptively low due to students with excessive excused absences from their parents. Many districts could benefit from model SARB programs, such as the model SARB program at Palm Springs Unified School District, which use automated processes to identify problematic attendance patterns, set targets for reduction, and monitor progress continuously. The recommended forum will reflect best practices for attendance improvement and dropout prevention that have been developed by the Model SARBs recognized in San Francisco on April 21, 2011.

Recommendation 4: The State SARB recommends that the SSPI encourage the development of Model SARBs by his personal recognition of school districts which implement Model SARB programs at the state conference of the California Association of Supervisors of Child Welfare and Attendance (CASCWA) on April 21, 2011 at the Sir Francis Drake Hotel in San Francisco. This is an opportunity to encourage districts to develop early warning systems as an essential element of their SARB programs.

Effective SARBs play a key role in improving school attendance and reducing the number of dropouts in the state's public school system. Yet, many districts currently lack effective, data-driven SARB programs. The SSPI can encourage the use of exemplary SARB early warning systems, especially in school districts with large dropout rates. The SSPI can also showcase districts and county offices that have successfully launched SARB programs characterized by the following:

- Building a collaborative team of parents, representatives of the school district, and members of the community at large, including representatives of law enforcement, to combine their expertise and resources on behalf of high-risk and underserved students
- Setting and reaching high annual goals for reducing the number of habitual truants, chronic absentees, and dropouts
- Assessing student-level progress in school attendance continuously, especially during transitions from elementary school to middle school and from middle school to high school

State School Attendance Review Board Recommendations for 2011

- Analyzing and disaggregating school attendance and enrollment patterns to improve dropout reduction strategies
- Providing early communication to parents about the importance of their children's regular attendance and notification of school attendance problems, while building a relationship of trust and collaboration with the parents
- Rewarding regular attendance for all students (missing less than five days per school year), especially in schools with students from disadvantaged backgrounds
- Evaluating decisions about school-level and district-level interventions for effectiveness
- Addressing truancy and chronic absence on an immediate, fair, and consistent basis
- Providing a variety of interventions and alternative educational programs to engage students with different needs
- Recognizing students and families that improve student attendance after SARB meetings
- Closing the achievement gap that is reflected in the dropout rates in grades seven through twelve
- Focusing on the specific barriers faced by foster youth, homeless youth, and youth with mental health challenges

Recommendation 5: The State SARB recommends that the SSPI promote the restoration and continuance of funding for the California Longitudinal Pupil Achievement Data System (CALPADS). The challenge of SARBs is to identify and link students with persistent school attendance and school behavior problems with all appropriate school and community resources. Local SARBs, county SARBs, and the State SARB need a fully functioning state student data system to make strategic decisions for the identification of students who need SARB assistance. A fully functioning CALPADS is needed to pinpoint the schools and the grade levels of dropouts and to have accurate graduation rates to evaluate the effectiveness of SARB programs, and it could provide statewide support for chronic absence and early warning monitoring at the local level as envisioned by SB 1357. With CALPADS funding in question, the State risks losing a valuable tool to help SARBs monitor the progress of students over time toward high school graduation.

A fully functioning CALPADS is needed not just for federal accountability and the measurement of academic progress, but also as a measurement of the effectiveness of our dropout prevention programs. In these dire times of budgetary cuts, it is more important than ever that our investment in a quality statewide student data system be protected so that we make the best strategic decisions for tracking students throughout the state on their progress toward high school graduation. For a decade, local and county SARBs have been anticipating a statewide data system that would be able to track high school students for four years in order to achieve a student-by-student graduation rate. In February, this accurate four-year graduation rate should be finally achieved and provide SARBs with valuable data about how students are lost to the educational system before high school graduation. Without restoration of the funds, critical information necessary for developing effective dropout prevention strategies will be jeopardized. The decisions of SARB members and other educators need to be informed by easily retrieved data to make educational decisions, and the SSPI could have a role to play in urging the Governor and the Legislature to restore funding to this critical statewide longitudinal data system.

Recommendation 6: In addition to the State SARB's recommendation to promote the restoration of funding to CALPADS, the State SARB recommends that the SSPI authorize the California Department of Education to seek additional federal funding to cover the costs of adding an attendance data element to CALPADS pursuant to SB 1357 of 2010, while simultaneously working to define the attendance element and business rules needed to complete the work. Dropout data and graduation data are not the only data needed by SARBs to make strategic decisions about dropout prevention. SARBs review student attendance data from the early grades to high school because it is a critical predictor of which students are in danger of dropping out of school before high school graduation. The costs of building the capacity of CALPADS to collect school attendance data should be built into a new request for federal grant funding for Statewide Longitudinal Student Data Systems (SLDS). In addition, although it must be explored carefully given the complexities of funding state activities, the CDE should explore the feasibility of covering the costs through Title I, II, V, VI, and VII. Also, the SSPI could encourage district applications for using a portion of Enhancing Education Through Technology (EETT) funds for developing local early warning systems. EETT grant preferences could reward districts that calculate chronic absence rates on a regular basis and voluntarily report chronic absence rates in a manner consistent with the Model SARB report. The SSPI could use his office to encourage any opportunities districts may have to develop early warning systems.

Currently CALPADS does not collect attendance data, which are essential for analyzing critical attendance patterns when students transition from elementary, middle, and high school grade levels. Many students are "lost" when they transfer to another school but fail to regularly attend the next school. Data could be collected and analyzed to track the enrollment and actual attendance of students who are transferred from one school to another, including to a school not operated by the referring district, when the transfer is

made as part of a disciplinary action. Without an ongoing analysis of attendance or behavior data, it is not possible to evaluate interventions for reducing the risk of dropping out of school.

Attendance data for individual students is also essential for calculating the percentage of students in a school or district who are chronically absent, a figure which can be easily masked by average daily attendance figures. If a school has a significant chronic absence problem and understands the factors or barriers preventing students from attending school—such as lack of health care, poor transportation, fears of community violence, boredom with the curriculum, and/or lack of safety in the classroom—they can use that information to determine how to proceed, especially by working with families and in partnership with community agencies that offer relevant resources (after school programs, prekindergarten programs, health services, etc.) By building attendance data into CALPADS, the CDE can identify which schools or districts are struggling with high levels of chronic absence. This information can then be used to target which schools or districts might benefit from resources available from other public agencies or need assistance with identifying and implementing systematic solutions.

The State SARB requests that the SSPI consider using current or future Statewide Longitudinal Data System and Federal Innovation Grant opportunities for funding the collection of student attendance data in California because this would enhance the capability of CALPADS for predictive analysis and appropriate intervention to reduce the number of dropouts. This could also initiate a more efficient, statewide mechanism for the 1,000 plus districts that now must implement chronic absence reporting mechanisms and early warning systems independently.

For example, the CDE could work with select schools to collect student level attendance and suspension data and have the data analyzed for predictive dropout factors. Data analysis could be used to find patterns that lead to dropping out, and those patterns could be the basis for rules in order to identify students who need interventions early. The system would provide “alerts” to student support personnel when certain thresholds are met so that appropriate action is taken. The data would guide decisions to implement dropout interventions. The CDE could evaluate the effectiveness of the enhanced data collection and the analysis for dropout prevention. By tracking performance and outcomes, the CDE could help districts improve their early identification and intervention systems.

Pilot schools or counties with high numbers of dropouts could be selected, so the problem of concentrated “dropout factories” in certain school districts could finally be addressed. Staff would be trained in how to use early warning systems so that they could incorporate early identification and early interventions as part of their SARB process at all grade levels.

Recommendation 7: In addition to expanding CALPADS to collect school attendance data, the State SARB recommends that the SSPI explore the feasibility of collecting foster youth status data in CALPADS. Foster youth have many obstacles to regular school attendance, and a special focus on the attendance is necessary to promote equitable learning outcomes for them. This could be accomplished by using the Child Welfare Services/Case Management Services (CWS/CMS) database in a data match to identify students in CALPADS who have foster youth status. Due to the high mobility of children in the Child Welfare System, school districts currently lack information about students who face barriers to their school attendance. If CALPADS captured attendance data as well as foster youth data, this information could be used to inform interventions and improve school attendance and reduce dropout rates for foster youth. If the student data match with foster youth data is successful, this could lead to a data match for other important information, such as student participation in CalWorks or juvenile probation programs.

The addition of CWS/CMS foster youth data to CALPADS would fill a substantial gap in our understanding of the barriers to achievement for foster youth and would provide insights for improvements to our SARB programs to better meet the needs of this high-risk population in the public schools. The identification of students in foster care will also allow mandated Foster Youth Education Liaisons in each local education agency to effectively perform their duties, which include ensuring that the educational rights of these students are adhered to according to federal and state statute.

Recommendation 8: The State SARB recommends that the SSPI suggest a modification to the parental notification mandate (*EC Section 48260.5*) to the Legislative Analyst's Office working group on state mandates. The State SARB recommends parental notification when a pupil has missed 10 percent of the school days of the district in which the student resides. Currently *EC Section 48260.5* mandates parental notification when a pupil is classified as a truant due to three unexcused absences of more than 30 minutes on three different days in one school year. An additional parental notification is necessary when a pupil has missed school 10 percent of the days of instruction, regardless of how many of those days have been excused. Recent research has shown that excessive absences from school for any reason impact a child's education, and this also justifies parental notification. Parents or guardians would be notified as soon as a child is classified as a chronic absentee, as well as soon as a child is classified as a truant. Ideally, such notifications would be sent out regularly (at least on a quarterly basis) so that parents have an opportunity to consider the impact of chronic absence on their children's academic performance, before students become completely disengaged.

It is important that the most **cost-effective** method of parental notification be employed, not just the least costly. Modern school information systems have made it less costly to identify students with attendance problems and to generate letters. A cost-effective system would provide parents with an early warning for unexcused absences from

school as well as a warning of excessive absences, even when many of those absences may be excused. By addressing absences early on, it can help to avoid the development of poor attendance habits which are more costly to change later or after they have become entrenched.

The required eight elements currently found in the notice of classification as a truant would not need to change, but different required elements would be needed in the notice of classification as a chronic absentee. The six elements in the notice to parents of chronic absentees could be the following:

1. The pupil is a chronic absentee, and that parents and guardians are welcome partners in ensuring the pupil's education despite school attendance problems.
2. While certain absences are excused and unavoidable, excessive absences for any reason impact the pupil's education.
3. Pupils with temporary disabilities which make regular attendance impossible or inadvisable may be eligible for home or hospital instruction pursuant to *EC* Section 48206.3.
4. Pupils absent from school due to excused reasons shall be allowed to complete all assignments and tests missed that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit pursuant to *EC* Section 48205(b).
5. The parent or guardian may meet with appropriate school personnel to discuss how to reduce the impact of school absences on the pupil's education.
6. Verification of absences may be required pursuant to the policies adopted by the school district governing board.

Recommendation 9: The State SARB recommends that the SSPI promote restoration of \$133 million for Mental Health AB 3632 county mental health services to special education students. In addressing special needs pupils, SARBs rely on essential county mental health services intended for students with severe disabilities that often affect school attendance or behavior. SARBs cannot link students with severe disabilities to appropriate county resources if those services do not exist. A basic theme of the Individuals with Disabilities Education Act (IDEA) is that to the extent possible, pupils with disabilities should have the same educational opportunities as their non-disabled peers. Equity means that SARBs must find appropriate resources to help students attend school regularly in order to treat them fairly. Members of a student's individualized education plan (IEP) team may be present at a SARB meeting to explain a child's disability, how it may affect school attendance, and the resources and accommodations that have been provided. However, school districts do not have the capacity or infrastructure to meet the mental health needs of these pupils. With appropriate

accommodation and county resources, most disabilities should not prevent a child from attending school on a regular basis. However, without appropriate county support, regular school attendance may be impossible or inadvisable for a student with severe mental health issues.

The IDEA requires schools to address the behaviors of special needs pupils, such as attendance, when such behavior impedes the pupil's learning. *Title 34, Code of Regulations (CFRR)* Section 300.324 requires the IEP team to consider the use of behavioral interventions and supports and other strategies. The SARB provides a means by which the school may ensure that all appropriate interventions have been taken. Resources proposed by the SARB may be considered by the IEP team for inclusion in the pupil's IEP; but if those services are not available, the student's education may be jeopardized. Unfortunately, the Governor eliminated funding for county mental health programs provided under AB 3632, and school districts may not have the appropriate mental health service staff these students need according to their IEP plans. School districts have an obligation to provide mental health services for students with disabilities as required by *Government Code* sections 7550 *et seq*, but it is unclear how this essential student support is to be achieved with the cost burdens already being faced by underfunded school districts. *Government Code* Section 7550 requires the SSPI to "ensure that this chapter is carried out through monitoring and supervision."

Recommendation 10: The State SARB recognizes the fact that many children with persistent school attendance or school behavior problems and their families also have mental health challenges. When SARB members meet with these children and their families, it is critical that the panel include a member with mental health expertise. Although SARB membership is identified in *Education Code* Section 48321, this statute does not identify a mental health representative as a recommended member. The State SARB recommends that the SSPI support an amendment to Section 48321 which would add a representative of school, county, or community mental health personnel as a SARB member.

EC Section 48321 identifies who should be included in a county SARB, if one is established, as well as who may be included in a local SARB. The Legislature should amend the membership guidelines of both types of SARBs to include the following wording: "(K) A representative of school or county or community mental health representative." A SARB's challenge is to identify and link children with all appropriate school and community resources, and sometimes the needed resources are mental health resources. Without a mental health representative, a SARB could fail to identify the cause of the student's problem and apply a punitive or judgmental approach when that is not appropriate. Since the identification of membership in statute is not a mandate but a guideline, this amendment would not serve as a new requirement. While school districts cannot be expected to provide all needed mental health services, they do need a certain level of expertise to make the proper referrals for county services.

Recommendation 11: The State SARB recognizes that school climate and safety significantly contribute to regular attendance and overall student success; and student, staff, and parent surveys provide essential information about problematic factors that impact school attendance and school behavior. The California School Climate, Health, and Learning Survey (CAL_SCHLS) provides this critical information to SARB staff and other educators. Unfortunately, federal funding for Title IV Safe and Drug-Free Schools and Communities for Tobacco-Use Prevention Education has been curtailed, and without reauthorization of the Elementary and Secondary Education Act (ESEA), the collection of this critical information will no longer be required in many schools. Therefore, the State SARB recommends that the SSPI seek every means possible to ensure that these surveys continue. The SSPI should pursue federal funding or private grants to ensure that district personnel are able to continue these surveys.

In reviewing school attendance, it is not enough for SARBs to review only individual student attendance and refer individual students to interventions. Attendance may be affected by schoolwide factors, such as bullying, which can impact the whole school climate and reduce schoolwide attendance rates. When attendance is impacted by school climate or safety factors, a schoolwide intervention is necessary. The SSPI should support the use of these critical surveys because they provide a critical lens into the environment of the school which may need to be addressed by the SARB or by the school administration. The SSPI faces a daunting challenge in providing data to schools to help them establish positive school climates with high attendance rates.

Recommendation 12: The State SARB annually recognizes a small number of effective SARBs in the state which have developed new ways of coordinating school, community, and home efforts to deal with student attendance and behavior problems. Developing an effective SARB to keep students in school and reduce dropout rates is worthy of special recognition, and maintaining such a program during the current state budget crisis is even more exceptional. The State SARB is anticipating that a few districts in the state will be recognized a second time for their exceptional work in dropout prevention, and the State SARB recommends that the SSPI seek an Assembly or Senate Resolution to commend these districts.

This year ten districts are seeking recognition for their SARB programs, and three of those districts were previously recognized by the former SSPI. To highlight this extraordinary accomplishment for students on the margin of our educational system, the State SARB believes an Assembly or Senate resolution would be appropriate.

Recommendation 13: *EC* Section 48205 provides eight excused reasons for missing school, such as illness or a medical or dental appointment. However, nothing in *EC* Section 48205 excuses a military-connected student for missing school to visit with parents or guardians who are on leave from deployment, about to deploy, or have just returned from deployment. The State SARB believes that *EC* Section 48205 should include an excused absence of one to three days

for military-connected students to visit with parents or guardians who are on leave from deployment, about to deploy, or have just returned from deployment.

EC Section 48205 could be amended to add deployment visits as one of the justifiable reasons for missing school. The parent or guardian would notify the principal in writing of the deployment situation and the principal would approve the absence for up to three days. This would ensure that the child's need for education is balanced with the child's need to visit with a parent or guardian before or after a separation. This amendment would also ensure that pupils absent from school due to the military deployment of a parent or guardian would be allowed to complete all assignments and tests missed that can be reasonably provided. The mandate for make-up work only applies to excused absences.

Mental Health Services Act (MHSA) 2010 SELPA Survey

Please check the appropriate box or provide a response to each question.

1. Do you have MHSA (Prop.63) funded programs in your SELPA that serve special education students? **Yes** ☐ **No** ☐

2. If yes, identify the county(ies) where you have an agreement with a local county department of mental health (CDMH) for these services.

3. On a scale of one to five, how would you rate your overall communication/collaboration with your respective local county(ies) mental health department? Scale: 1 (low) - 5 (high). 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ NA ☐

4. What do you need in order to serve special education students with MHSA (Prop. 63) funds? **NA**

☐ **How to initiate contact with a county mental health department.**

☐ **More information regarding local county mental health services and Prop. 63.**

☐ **Better communication with local county mental health department.**

☐ **Staff development opportunities**

☐ **Other (please explain):**

5. In your opinion, what is the greatest barrier to accessing and providing MHSA (Prop. 63) mental health services for special education students in the county(ies) in your SELPA? **Indicate the barriers and the name of the respective county.**

****Complete and return by November 20, 2010 to npsa@cde.ca.gov.** Questions or comments may be directed to Michelle Hendricks at this e-mail address. This survey effort is funded by the Mental Health Services Act (MHSA) in partnership with the California Department of Mental Health.

Mental Health Services Act (MHSA) 2010 SELPA Survey

6. If applicable, give an example of a MHSA (Prop.63) county program within your SELPA that demonstrates best practices and indicate how it is effective serving special education students. Identify the county for each program example. (You may indicate the program web-link and attach further information about the program).

County: **Example:**

7. If your SELPA does not have MHSA (Prop. 63) funded programs serving special education students, are you interested in establishing contact with the county(ies) mental health department to pursue opportunities in serving this population? **Yes** ☐ **or No** ☐

8. What do you see as the greatest benefit of collaborative Prop. 63 funded mental health programs for special education students in your SELPA?

- ☐ Improved academic performance
- ☐ Increased support for teachers in the classroom
- ☐ Increased array of behavioral interventions/support
- ☐ Increased support available for families
- ☐ Increased education and training in mental health issues for families and school staff
- ☐ Others:

Completed by:

Title:

SELPA:

SELPA Code Number:

E-mail Address:

Date:

****Complete and return by November 20, 2010 to npsa@cde.ca.gov.** Questions or comments may be directed to Michelle Hendricks at this e-mail address. This survey effort is funded by the Mental Health Services Act (MHSA) in partnership with the California Department of Mental Health.